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ABSTRACT

In its fourth year of Title VII funding, Project HOLA at William H. Taft High School served 383 Spanish-speaking students of limited English proficiency from low-income families. The program's goals were to develop English language skills for mainstreaming, to develop an understanding and awareness of American culture and society, to develop knowledge of the job market and an awareness of career interests, to improve Spanish language skills and cultural knowledge, and to make academic progress through content-area courses. Instruction in English as a second language (ESL), and in Spanish language and culture, and bilingually-taught classes in math, science, and social studies were provided. A number of extracurricular activities were also made available, including an organization for bilingual students with good grades and good attendance records. Staff reduction due to funding cutbacks occurred during the year. Program objectives were met in ESL, problem-solving and study skills (one semester only), content-area courses, and attendance rates. The course passing rate objective for the Orientation to American Life class was not met, and staff development objectives could not be assessed. Continued efforts to increase parental involvement are recommended. (Author/MSE)

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O.E.A. Evaluation Section Report

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Grant Number: G00-830-2149

WILLIAM H. TAFT HIGH SCHOOL

PROJECT HOLA

1986-1987

Prepared by the O.E.A.
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A SUMMARY OF THE REPORT

In 1986-87, Project HOLA was in its fourth year of Title VII funding at William H. Taft High School, in the Bronx. HOLA served 383 Spanish-speaking students of limited English proficiency (LEP). All were from low-income families, as indicated by their eligibility for the federally funded free lunch program.

Project HOLA's main goals were: to develop English language skills so students could enter mainstream classes as soon as possible, to develop an understanding of American culture and society, to develop knowledge of the job market and an awareness of career interests, to improve Spanish language skills and cultural knowledge, and to enable students to make academic progress via content-area courses taught bilingually until they learned enough English to be mainstreamed.

To realize these goals, HOLA provided instruction in English as a second language (E.S.L.) and Spanish language and culture, and bilingual classes in mathematics, science, and social studies. HOLA's three-period-per-day beginning E.S.L. component included one period using a program-developed Orientation to Life in America (O.L.A.) curriculum. This curriculum was considered a model of its kind by the Board of Education and was going to be distributed to high school bilingual programs throughout the city. In addition, HOLA's intermediate E.S.L. classes included a special study-skills/problem-solving curriculum.

The project sponsored a number of extracurricular activities designed to develop familiarity with mainstream American culture. The most notable of these was the Bilingual Association of Student Educators (BASE), an organization for bilingual students with good grades and attendance records. The students in this organization helped their homeroom teachers, worked in the project office, and tutored their fellow students.

Because of Title VII funding cutbacks, HOLA's staff was reduced from three full-time members in 1985-86 to one full-time member (the project director) and one part-time member (a curriculum development specialist) during the year under review. Their responsibilities included coordinating student placement, developing curricula and materials, coordinating staff development activities for the bilingual staff, organizing extracurricular activities, and providing students with advice and counseling. The assistant principal (A.P.) in charge of the department of E.S.L. and foreign languages supervised HOLA's staff.

The teachers and paraprofessionals serving project students were funded by a combination of municipal tax-levy and Chapter I funds. Because of the citywide shortage of licensed E.S.L. and

bilingual content-area teachers, many E.S.L. teachers were licensed in other fields, such as English or Spanish, while several content-area teachers were not bilingual or were not licensed in the subject they were teaching.

The teachers and paraprofessionals serving project students were supervised by their respective content-area A.P.s. According to the director of HOLA, this supervisory arrangement made it hard to find a time when all teachers and paraprofessionals serving project students were free for staff development meetings. To make up for this, the project director met informally with and made sure to distribute materials to teachers who could not attend the regularly scheduled staff development meetings.

Program objectives were assessed in English language achievement (Criterion Referenced English Syntax Test [CREST]); the O.L.A. curriculum (teacher-made test); the study-skills/problem-solving curriculum (teacher-made test); attendance (school and program records); parental involvement; and staff development. Analysis of the data indicated that:

- The project's objective for Levels 1 and 2 of the CREST, that students would master one skill per 20 days of instruction, was met.
- The objective for Level 3 of the CREST, that students would master 0.8 skills per 20 days of instruction, was met.
- Fifty percent of the students taking the O.L.A. class in the fall and 61 percent of those taking it in the spring passed. Consequently, the objective (that 70 percent of the students would score at or above the 65 percent passing grade) was not met.
- Eighty-three percent of the intermediate level E.S.L. students taking the study-skills/problem-solving curriculum in the fall and 11 percent of those taking it in the spring passed. Consequently, the objective (that 70 percent of the students would score at or above the 65 percent passing grade) was met in the fall only.
- The overall passing rate in content-area courses was 70.5 percent, slightly surpassing the objective (that 70 percent of the students enrolled in content-area courses would pass with a grade of 65 percent or more). The highest passing rate (77.3 percent) was in social studies in the fall, and the next-highest rate was in social studies in the spring (76.3 percent). The lowest passing rate (57 percent) was in science in the fall.

- Program students' attendance rate (86.3 percent) was 16 percentage points above the schoolwide rate. Since this was significantly higher than the schoolwide rate, the program met its objective.

- Although the project appears to have provided a substantial number of in-house staff development activities, attendance lists for these meetings were not available. Consequently, the objective (that 75 percent of the bilingual program staff would participate in in-house staff development activities) could not be assessed.

The following recommendation is aimed at strengthening the program:

- Continue efforts to increase parental involvement in the bilingual program.

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The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Arthur Lopatin has edited the manuscripts. Margaret Scorza has reviewed and corrected reports, and has coordinated the editing and production process. Shelley Fischer and Martin Kohli have spent many hours, creating, correcting, and maintaining data files. Maria Grazia Asselle, Rosalyn Alvarez, Donna Plotkin, and Milton Vickerman have interpreted student achievement and integrated their findings into reports. Finally, Betty Morales has worked intensively to produce, duplicate, and disseminate the completed documents. Without their able and faithful participation, the unit could not have handled such a large volume of work and still have produced quality evaluation reports.

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PROJECT HOLA
WILLIAM H. TAFT HIGH SCHOOL

Location:	240 East 172 Street Bronx, New York 10457
Year of Operation:	1986-1987, fourth year of Title VII funding
Target Language:	Spanish
Number of Participants:	383
Principal:	Mr. Jimmie Warren
Project Director:	Mr. Dana Fishkin

I. PROGRAM DESCRIPTION

Project HOLA, at William H. Taft High School, was in its fourth year of Title VII funding. The project served 383 Hispanic students who had scored below the twenty-first percentile on the English-language version of the Language Assessment Battery (LAB) and whose Spanish language skills exceeded their English language skills. All project students were eligible for free lunch, indicating that they came from low-income families.

Project HOLA's main goals were: to speedily develop English language skills; to develop an understanding of American culture and society; to improve Spanish language skills and cultural knowledge; and to prepare students to be mainstreamed as soon as possible.

In accordance with the schedule of gradual staffing cutbacks outlined in the project proposal, during the year under review HOLA's Title VII staff was reduced from three full-time positions to one full-time project director and one part-time

curriculum developer. Their responsibilities included providing language testing for the entire school, coordinating student placement and course offerings, developing curricula, arranging excursions, planning on-site extracurricular activities, and providing informal advice and counseling. The project director and curriculum developer were supervised by the assistant principal (A.P.) for English as a second language (E.S.L.) and foreign languages, who also was A.P. of fine arts, industrial arts, music, home economics, and who, in addition, supervised a nursery program for the children of Taft students.

Project HOLA's instructional staff consisted of eight E.S.L. teachers, five native language arts (Spanish) teachers, two bilingual mathematics teachers, three bilingual social studies teachers, and three educational assistants. A Spanish-speaking guidance counselor and a Spanish-speaking family assistant also worked with Taft's LEP students.

Although the school administration acknowledged the crucial importance of the Title VII program and praised the efforts of Project HOLA's director and resource specialist, the principal said it would be difficult for the school to assume all of the project's cost since doing so might deprive students of other services. However, within the limits of available resources, the school administration tried to meet project needs. For example, it tried to make a school secretary available to the project whenever the director requested one.

Nevertheless, some activities had to be eliminated because

WILLIAM H. TAFT HIGH SCHOOL

PROJECT HOLA

1986-1987

OEA Evaluation Report

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of diminished Title VII funding. For example, since the resource specialist had gone part-time this year, she no longer had time to edit Nuevos Horizontes, the project magazine. Since no one else was available to edit it, Nuevos Horizontes was not published during the year under review.

Classroom teachers and paraprofessionals were funded by municipal tax-levy and Chapter I funds. According to the director of Project HOLA, it had been difficult to recruit licensed E.S.L. and bilingual content-area teachers. Many E.S.L. classes were taught by teachers licensed in areas other than E.S.L., such as Spanish or business. In addition, many of the math classes taken by project students were taught by English-speaking mathematics teachers aided by a Spanish-speaking paraprofessional. The school administration was able to hire a bilingual science teacher in the fall of 1986. She was initially assigned only three bilingual classes, but at the project director's request she was given additional classes to teach bilingually in order to better meet the needs of HOLA students. Two licensed bilingual teachers and a teacher with a temporary per diem (T.P.D.) license, recently hired in Spain through a special Board of Education program, taught bilingual social studies classes.

Bilingual teachers were supervised by their respective content-area A.P.s. This arrangement made it difficult to arrange meetings or workshops that could be attended by all those serving HOLA students, because bilingual content-area teachers did not all

have the same period free. To make up for this, supplementary staff development meetings were held on an informal basis and the project director tried to disseminate resource materials and other information to teachers unable to participate in staff development sessions.

As in previous years, Project HOLA sponsored a variety of extracurricular activities that were designed to motivate students to learn and to expose them to new cultural opportunities. For example, during the year under review the number of students participating in the Bilingual Association of Student Educators (BASE) program was increased. BASE members acted as aides in official classes, where they helped with "clerical" duties and tutored students. Some also served as clerical aides in the project office during their lunch period. Criteria for membership in BASE, which were set by the students themselves, included scoring passing grades in all classes, a good attendance record, and a good conduct record. The project also organized a number of trips designed to expose students to some of New York's cultural riches.

Students were mainstreamed as soon as they scored at or above the twenty-first percentile on the LAB. According to the project director, students who were mainstreamed usually performed well. One indicator of this is the fact that four of the top ten graduating students were or had been in the bilingual program.

II. STUDENT CHARACTERISTICS

William H. Taft, a large, comprehensive high school, is located in the northern part of the South Bronx. The surrounding area is heavily populated by poor black and Hispanic families. As noted in previous reports, the area is devastated, but not uniformly so. Several of the apartment buildings in the school's immediate vicinity have recently been renovated, and this has had a positive effect on the neighborhood's appearance. However, many boarded-up, abandoned buildings and many dilapidated but occupied ones still are within sight of the school.

Because of its many Spanish-speaking residents and merchants, affordable housing, and good access to public transportation, the area is favored by recent immigrants from the Caribbean and from Central and South America.

Taft's enrollment in 1986-87 was 2,764, a slight decrease from last year's enrollment of 3,016. The majority of students (52 percent) were Hispanic, 43 percent were black, 4.2 percent were Asian, and less than one percent were white or Native American. Fifty-two percent came from poverty-level families, as indicated by their eligibility for free lunch.

Spanish was the home language of the majority of the school's Hispanic students, 380 of whom were classified as being of limited English proficiency (LEP).

The criteria for admission to Project HOLA were birth outside the 50 states, eligibility for the free-lunch program, a score below the twenty-first percentile on the LAB, and greater facility

in Spanish than in English. Students who entered the project at the elementary level of E.S.L. were programmed for three E.S.L. classes per day, including one on orientation to life in America (O.L.A.). In addition, they took bilingual math, science, and social studies, and Spanish native language arts. Interviews, transcripts, and test results determined students' levels of placement in each subject.

During the year under review, Project HOLA served 383 students in grades nine through twelve, 333 of whom were present in the fall and 375 in the spring. (In other words 325 students were enrolled both semesters; 8 students were enrolled in the fall only; and 50 students were enrolled in the spring only.) Data also were received for 91 students who had been included in the program in June 1986 but had left before the beginning of the fall semester for the following reasons: 20 graduated; 11 were mainstreamed; 6 left the United States; 2 transferred to another school; and 2 dropped out to obtain employment or for family reasons. The remainder left for unknown reasons. A total of 95 students left the program during the academic year. (See Table 1.)

Data were provided for 361 of the 375 students present in the spring. One hundred and sixty-five of these students had participated in the program for one year or less, 117 for two years, 54 for three years, and 25 for four years.

Many Project HOLA students were very recent arrivals to New York City, while many others were part of the regular flow of students to Taft from junior high schools. The project director

and the curriculum developer visited these junior high schools each spring to give tests and inform students about the bilingual program.

TABLE 1

Number of Students Leaving the Program

Reason For Leaving	Left By January 1987	Left By June 1987	Percent of Total
Mainstreamed	0	23	24.2
Transferred	0	8	8.4
Graduated	0	12	12.6
Employment	0	2	2.1
Other Reasons	8	42	52.6
TOTAL	8	87	100.0

- A total of 95 students left the program during the 1986-87 academic year.

Table 2 presents the distribution of students by country of birth. The majority of the students were born in the Caribbean: 45 percent came from the Dominican Republic; 39 percent came from Puerto Rico; and one percent came from Haiti. The remaining students were mainly from Central and South America.

The majority of students (58 percent) were female. The highest percentage of female students was in grade twelve (69 percent).

Table 3 presents the distribution of program students by age and grade. Complete data were available for 362 students: 144 students (40 percent) were in grade nine; 97 (27 percent) were in grade ten; 88 (24 percent) were in grade eleven; and 33 (9 percent) were in grade twelve. Sixty-one percent of the students were overage for their grade placement. The percentage of overage students ranged from 33 percent in grade twelve to 74 percent in grade nine.

Table 4 presents the distribution of program students' years of education by grade. The mean years of education in the native country ranged from 7.8 for ninth graders to 8.6 for twelfth graders. The mean years of education in the United States ranged from 1.5 for ninth graders to 3.3 for twelfth graders.

TABLE 2

Number and Percent of Program Students by Country of Birth

Region	Country of Birth	Number	Percent
Caribbean	Dominician Republic	166	44.7
	Puerto Rico	145	39.0
	Haiti	4	1.1
Central America	Costa Rica	1	*
	El Salvador	3	*
	Guatemala	1	*
	Honduras	8	2.2
	Mexico	4	1.1
	Nicaragua	9	2.4
	Panama	2	*
South America	Colombia	1	*
	Ecuador	14	3.8
	Peru	1	*
	Venezuela	1	*
	Other	10	2.7
Africa		1	*
TOTAL		371**	100.0

*Less than one percent.
**Data were missing for 12 students.

- The majority of program students were from the Dominican Republic (45 percent) and Puerto Rico (39 percent).

TABLE 3

Number of Program Students by Age* and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	2	0	0	0	2
14	8	2	0	0	10
15	28	9	2	0	39
16	50	28	17	2	97
17	34	30	24	9	97
18	17	22	21	11	71
19	2	5	16	6	29
20	2	1	7	4	14
21	1	0	1	1	3
TOTAL	144	97	88	33	362**
Overage Students					
Number	106	58	45	11	220
Percent	73.6	59.8	51.1	33.3	60.8

Note. Numbers in bold area reflect expected age range for grade.

*Age as of June 30, 1987.
**Data were missing for 21 students.

- The highest percentage of overage students was in grade nine (74 percent), the lowest in grade twelve (33 percent).

TABLE 4

Students' Years of Education by Grade

Grade	Total Years of Education							Years Education Native Country		Years Education United States	
	<8	9	10	11	12	>12	Total	Mean	S.D.	Mean	S.D.
9	0	101	44	1	0	2	148	7.8	0.4	1.5	0.7
10	1	0	92	5	0	0	98	8.1	1.2	1.8	0.9
11	1	0	12	70	2	0	85	8.4	1.2	2.4	1.3
12	0	0	1	0	29	0	30	8.6	0.9	3.3	0.9
TOTAL	2	101	149	76	31	2	361*	8.1	0.9	2.0	1.1

*Data were missing for 22 students.

- The mean years of education in the native country ranged from 7.8 (s.d.=0.4) in grade nine to 8.6 (s.d.=0.9) in grade twelve.
- The mean years of education in the United States ranged from 1.5 (s.d.=0.7) in grade nine to 3.3 (s.d.=0.9) in grade twelve.

Project staff reported that HOLA students were less likely to drop out than mainstream students, and had better attendance rates and fewer behavioral problems. In all the classes that were observed by a member of the evaluation team, Project HOLA students were attentive, participated actively, and respected their teacher's authority.

III. FINDINGS

This section is based on data taken from project documents that were made available to a member of the evaluation team, interviews, classroom observations, and an analysis of student achievement data. Findings are presented by the objectives stated in the project proposal and approved by the Office of Bilingual Education and Minority Languages Affairs of the United States Department of Education.

ENGLISH LANGUAGE ACHIEVEMENT AND THE O.L.A CLASS

- As a result of participating in the program, 70 percent of the target students will improve in English language skills. Level I and Level II students will master an average of one objective per 20 days of instruction. Level III students will master 0.8 instructional objectives per 20 days of instruction.
- As a result of participating in the program, at least 70 percent of students taking O.L.A (Orientation to Life in America) will score at or above the 65 percent passing criterion each semester.

New students were placed in one of five levels of E.S.L. on the basis of project-administered tests, interviews, and on analysis of records. All students were programmed for two periods of E.S.L. per day. In addition, first-year students were required to take Orientation to Life in America (O.L.A.), a program-developed course taught in English using E.S.L. techniques. (The curriculum or this course was reviewed extensively in the 1983-84 evaluation report.)

Other project-developed courses taught with an E.S.L. approach consisted of College Career Research, Discover New York

City, and Everyday Life in America. All these classes were offered in both the fall and spring semesters.

A member of the evaluation team observed an E.S.L. class for semiliterate students and an O.L.A class. In accordance with Taft policy, the teachers of both classes began by writing the day's objectives on the board and then listed an activity to be undertaken by the students immediately afterward.

The E.S.L. class had an attendance of nine students, most of them from Puerto Rico and the Dominican Republic. The aim of the class was to learn the English names of the twelve months of the year. The teacher conducted the class entirely in English. The teacher called upon each student to write the name of at least one month on the blackboard. Although the students were enthusiastic, they had difficulty correctly forming the letters for and pronouncing each month. For example, some students found it difficult to distinguish the letter "J" from "G" and others had to be taught how to capitalize "F" and "J."

The O.L.A. class that was observed was in its second semester. Since the students had done very poorly on a previous dictation lesson, the teacher divided the class into small groups and asked the students to copy the same exercise several times, paying special attention to spelling. When this exercise was completed, the teacher gave each group a reading assignment on the climate, geography, history, and culture of the United States. The assignment included such topics as the names of United States' presidents, the names of cities and states, and important

holidays. These topics were used as vehicles to teach the appropriate use of the different parts of speech. While the students worked on a sentence-completion exercise, the teacher and paraprofessional walked from desk to desk to check students' progress and provide assistance to those who needed it. The students were orderly and seemed interested in their work.

Student Achievement in E.S.L. and O.L.A Courses

The assessment instrument used to evaluate this objective was the Criterion Referenced English Syntax Test* (CREST). The CREST was administered at the beginning and end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest scores and posttest scores. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

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*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City of New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson reliability estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91)/posttest (.96)
Level 2 -- pretest (.94)/posttest (.95)
Level 3 -- pretest (.91)/posttest (.91).

Table 5 presents the test results for students who were pretested and posttested at the same level. Complete data (levels, pretest score, and posttest score) were available for 163 students in the fall and 171 in the spring.

Examination of Table 5 reveals the program objective was met. Students tested at CREST Levels 1 and 2 mastered an average of more than one CREST skill per month of instruction each term. Students tested at Level 3 mastered 0.8 CREST skills in the fall and 1.2 CREST skills per month in the spring.

Program students did not meet the second objective in this area, i.e., that 70 percent of those enrolled in the O.L.A. class would score at or above the 65 percent passing criterion each semester: 50 percent of the 63 students enrolled in the fall passed; and 61 percent of the 121 students enrolled in the spring passed.

TABLE 5

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	52	5.8	4.3	12.5	6.0	6.7	4.6	2.5
2	73	10.3	6.5	15.3	6.3	5.0	3.6	2.0
3	38	8.9	3.0	11.3	2.7	2.4	1.9	0.8
TOTAL	163	8.5	5.5	13.4	5.8	4.9	4.0	1.8
				SPRING				
1	30	6.3	2.9	10.6	4.4	4.3	3.0	1.9
2	71	7.9	5.4	13.6	6.2	5.7	3.5	2.4
3	70	8.4	3.3	11.2	2.3	2.8	2.0	1.2
TOTAL	171	7.8	4.3	12.0	4.9	4.3	3.2	1.8

- The objective that students at Levels 1 and 2 master an average of one CREST skill per month was met.
- Students tested at Level 3 also met the objective for their level.

STUDY SKILLS

- As a result of participating in the program, at least 70 percent of the students taking E.S.L. Level B will demonstrate knowledge of study skills and problem-solving by scoring at or above the 65 percent passing criterion each semester.

Performance of E.S.L. Students on the Study Skills Curriculum

Forty-five of the 54 E.S.L. students (83 percent) taking the study-skills curriculum in the fall received a passing grade, and three of the reported 29 (11 percent) students received a passing grade in the spring. Thus, the objective was met in the fall semester only.

CAREER AWARENESS

- As a result of participating in the program, at least 70 percent of the students taking E.S.L. Level A will demonstrate knowledge of career awareness and decision-making by scoring at or above the 65 percent passing criterion each semester.

During the fall 59 students and during the spring 49 students were reported to be enrolled in the college/career research course. This course sought to teach students where to get information on college and career opportunities and how to clarify their vocational interests. The materials used for these purposes came from a variety of sources.

Performance of E.S.L. Students on the Career Curriculum

Of the 59 students enrolled in the career awareness classes during the fall, 81.4 percent received passing grades; of the 49 students enrolled in the spring, 73.5 percent passed. Thus, the program objective was achieved.

NATIVE LANGUAGE ARTS

- At least 70 percent of the participating students will score at or above the 65 percent passing criterion in Spanish each semester.

The program offered six levels of Spanish: one class at the remedial level; four classes at the beginning level; two classes each at the first and second intermediate levels; and two classes at the advanced level. These classes contained only Title VII students; non-program students took other sections of these courses.

Of 134 program students enrolled during the fall, 57 percent took beginning Spanish and 25 percent took intermediate Spanish. The remaining 18 percent took advanced Spanish. Of the 240 enrolled in Spanish during the spring, 21 percent took beginning Spanish, 39 percent took intermediate Spanish, and the remaining 40 percent took advanced Spanish.

The program director explained that it was difficult to find appropriate material for the advanced classes, because most textbooks and other instructional materials were designed for non-native speakers. Project HOLA helped teachers to locate appropriate materials for these classes.

Student Achievement In Native Language Arts

Table 6 presents data on the passing rates of program students enrolled in native language arts classes. Data were available for 131 students in the fall and 240 in the spring. The fall passing rate was 67 percent, while the spring rate was 81 percent. A *z*-test for the significance of the difference

between two proportions was performed to establish whether the difference between the program's fall passing rate and its objective of a 70 percent passing rate was greater than could be expected from chance variation.* The test results showed that the program's passing rate was not significantly different from 70 percent (z=-.69). Thus, the program's objective was met both semesters.

TABLE 6

Passing Rates in Native Language Arts Classes

FALL		SPRING	
Number of Students	Percent Passing	Number of Students	Percent Passing
131	67.2*	240	80.8

*Not statistically significantly different ($p>.05$) from the 70 percent passing criterion (z=-.69).

- The program achieved its objective of a 70 percent passing rate in native language arts classes both semesters.

*Bruning, J.L. and Kintz, B.L., Computational Handbook of Statistics, 1968 (Glenview, Illinois: Scott, Foresman and Company, 1968).

CONTENT-AREA SUBJECTS

- At least 70 percent of participating students will score at or above the 65 percent passing criterion in the bilingual content areas (mathematics, social studies, and science).

The project director said that despite the hiring of several additional bilingual content-area teachers, the school still did not have all those it needed. The need was especially great in mathematics, which many students had to take in English with the aid of a Spanish-speaking paraprofessional. A bilingual science teacher was hired in the fall of 1986.

A member of the evaluation team visited an advanced biology class. The aim of the class was to study how the sperm and egg cells are formed in flowering plants. The text was Concepts in Modern Biology, by David Kraus. Ten students out of an enrollment of 14 were present. According to the teacher, the students who were absent hardly ever attended class. Except to discipline students and to explain hard-to-understand points, the teacher conducted the class in English. The students were attentive, and whenever the teacher asked for volunteers to answer a question, many raised their hands. The students seemed well able to understand the teacher's English, but they often answered in Spanish. The teacher said that he made sure to teach the English term for every new concept because the Regents exams are given in English.

Student Achievement in Mathematics, Science, and Social Studies

Table 7 presents passing rates of program students in math, science, and social studies. Overall, the proposed objective of a 70 percent passing rate was met. The highest passing rate (77.3 percent) was in social studies in the fall, and the next-highest rate (76.3 percent) was in social studies in the spring. The lowest passing rate, 57 percent, was in science in the fall.

TABLE 7

Passing Rates in Content-Area Courses

	FALL		SPRING		
COURSE	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Math[a]	129	58.9	194	69.1	65.0
Science[b]	44	56.8	55	70.9	64.6
Social Studies[c]	128	77.3	255	76.5	76.7
Total		66.4		73.0	70.5

[a]Math courses ranged from remedial to sequential 3.

[b]Science courses consisted of general science, biology, and geology.

[c]Social studies courses consisted of Global History 1 through 3, American History 1 and 2, Economics, and civics.

- Overall, the proposed objective of a 70 percent passing rate in content-area subjects was met.

ATTENDANCE

- Program students' attendance rate will surpass the school-wide attendance rate.

The project director reported that attendance rates for program students generally were higher than those of mainstream students. The school principal shared this view; he said that without the bilingual program Taft's overall attendance rate would have been much lower. Initially, the program stressed parental involvement as a means of decreasing the dropout rate. However, a shortage of personnel and difficulty attracting parents induced a change of emphasis. During the year under review, the program paid more attention to student performance and increased its support for BASE, a student organization that served as a role model for LEP students.

Attendance Outcomes

Since the school's attendance rate includes program students, statistical significance of the difference between program and school attendance was determined through the application of a z-test for the significant of a proportion.* This procedure tests whether the difference between one proportion (the program's attendance) and a standard proportion (the school's attendance) is greater than can be expected from chance variation. The attendance rate of program students was 86.3 percent, approximately 16 percentage points above the

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*Bruning, J.L. and Kintz, B.L., Computational Handbook of Statistics, (Glenview, Illinois: Scott, Foresman and Company, 1968).

schoolwide rate (70.1 percent). The z-test results (z=6.49) indicated that the difference in attendance rates was statistically significant (p<.01). Thus, the program met its attendance objective.

PARENTAL INVOLVEMENT

- The Bilingual Parent Advisory Council will hold at least four meetings during the 1986-87 school year with an attendance of at least 50 percent BPAC members.

Despite its best efforts, Project TAFT did not succeed in attracting a significant number of this historically hard-to-reach population to BPAC meetings. For example, whenever report cards were distributed, the project sent a letter asking parents of project students who had failed two or more courses to attend a special meeting. Unfortunately, the response was scanty. According to the project director, the level of attendance at this year's special awards ceremony was another indicator of the difficulty of involving parents in project-related activities. While last year, he said, 20 parents had attended the ceremony, during the year under review only three attended. The project director attributed this decline to the lack of a bilingual family assistant.

CURRICULUM DEVELOPMENT

- By the end of the project year, the curriculum specialists will have developed computer-disc exercises for units of O.L.A. I and II (Orientation to Life in America).

An Orientation to Life in America curriculum had been developed by the project director and resource person and was

being proofread by the Board of Education. Once completed, the curriculum was to have been sent to high school bilingual programs throughout New York City.

STAFF DEVELOPMENT

- Teachers participating in the bilingual program will enroll in at least five teacher education courses each semester.

According to program records, six teachers and staff members took college courses during the fall. Data were not provided for the spring semester. Thus the program objective in this area could not be assessed.

- At least 75 percent of bilingual teachers and staff will participate in training by means of workshops and/or in-service training sessions.

The Title VII staff, along with E.S.L. and native language arts teachers, attended monthly meetings of the foreign language department. Foreign language teachers also attended semi-semesterly lectures by various faculty members. In addition, all Title VII staff members attended development activities outside school, including Office of Bilingual Education and New York State Education Department technical assistance workshops, and conferences on project evaluation at Board of Education's Office of Educational Assessment.

Although the program appears to have provided a substantial number of development activities, the objective cannot be assessed as proposed, since attendance data for bilingual teachers were not provided. The project director explained that

since bilingual teachers were under the supervision of their respective A.P.s, scheduling their participation in workshops was difficult.

IV. CONCLUSIONS

Project HOLA's success during its four years of operation can be attributed to the excellent quality of its staff. Although the school administration fully agreed with HOLA's goals, it was not able to fund positions which Title VII no longer funded. As a result, services badly needed by the target population were gradually lost.

Despite staffing cutbacks, HOLA provided important testing and advisory services and met many of its proposed objectives. Analysis of the available data demonstrates that the project was successful in promoting student achievement in English, native language arts, and bilingual content areas and in maintaining a high attendance rate. The program should continue its efforts to raise the level of parental involvement. In short, Project HOLA met the educational needs of its target population, one of the most disadvantaged in the country.